

**TO EXPLORE THE IMPACT OF ENGLISH AS A MEDIUM OF
ACADEMIC LANGUAGE ON SOCIAL SCIENCES STUDENTS:
*A CASE STUDY OF BAHRIA UNIVERSITY ISLAMABAD
CAMPUS.***

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Introduction

Background:

In the previous couple of decades, English has come to be viewed as the worldwide dialect. This global dialect has semantically overwhelmed the world in a hefty portion of the critical parts. Training is no special case. 'A medium of guideline is the most direct operator of keeping up and renewing a society and in addition power (re)distribution and social remaking (Tsui, 2004). Whether to receive this overall dialect as a medium of direction (MOI) has for some time been a smoldering issue for pioneers and government authorities in post-provincial nations (not just) in Asia , an issue which facilitate makes a tempest of contention concerning social dominion and social imbalance. (Shum)

(Lewis, 2002)When we discuss human dialect, we are drawing closer what some may call the human embodiment, the particular characteristics of brain that are, so far as we probably am aware, one of a kind to man. (Chomsky)Dialect is medium of expression. Dialect is a one of a kind ascribes given to human by nature and is a medium of correspondence comprises of words and signals or signs that we use to impart. Dialect is medium to express of our contemplations and feelings and sentiments. People take in their way of life through dialect. Without human dialect, human society would not exist as it is transmitted through dialect. Dialect assumes an urgent part in the upkeep of human social connections since dialect is an inventive and open framework it is to a great degree adaptable and can impart new thoughts and theoretical ideas (Culture and Language). Anthropologist figures out how to impart in another dialect with a specific end goal to do handle work, as Language mirrors a Way of Thinking.

Dialect is the medium of direction which utilized as a part of granting guideline in any subject at any level. The medium of direction is a disputable issue by any stretch of the imagination levels,

particularly in the social orders in which different frameworks of instruction are taken after. (Nisar, & Ahmad, 2011). Medium of instruction has a very crucial role in transforming education and making it easy or difficult for a student. Language is an important aspect of culture. It is an important tool through which transformation of cultural values, old and new, is made easier. An individual develops his personality in the context of his own cultural patterns, including languages; of course, a major part of the socialization process consists of 'learning' (Cuber, 1959). Academic achievement denotes to specific learning in a specific setting or to be determined by achievement test scores and teacher given grades and percentage in academic achievement (Kennedy, 1975). All in all, there are numerous variables which decide understudies scholarly victory. Dialect is additionally one of them, which influences the execution of understudies. As per Arshad (1997), dialect has significant significance that affects instruction in numerous nations. After more than six decades of freedom, Pakistan. What is more, India is still required in the issue of medium of guideline with Urdu and English commanding at the present time. The medium of guideline is contention in Pakistan proceeds and can be seen as a force battle between various weight bunches or the elites and the ace elites (Rahman, 1999).

Pakistan is multilingual country, however, medium of instruction are in two languages; Urdu (national language) and English (dominant language). Today in every province of Pakistan, there are various languages which are used at various levels. Firstly, each province has its own regional language which is used as the language of everyday communication; and in school level Urdu is used as the language of instruction. English is used as a language of official business and the language of instruction in higher education (Muhammad, 2009). Many research works have been done in this respect globally as well as indigenously. In most of the researches, it is found

that students are facing problems with respect to the medium of instruction. More recent research findings indicate the ineffectiveness of using English as the medium of instruction and the difficulties encountered by the students. Most of the researches in this regard have been done in Hong Kong because Hong Kong is also still in the controversy of language in their education system

An open deliberation has been enlightened again on how dialect influences the comprehension; the mental activity or procedure of getting information and comprehension through thought, experience and the faculties. As we as a whole realize that training is a key right, which allows every individual to get guideline and to bloom socially (J.H.Ballatine, 1993). The privilege to an instruction is essential for the financial, social and social advancement of all social orders. Instruction involves that its subjects get an assortment of learning. It starts with the procurement of basic information that is to say, proficiency with respect to the most youthful individuals from society (S.Parveen, 2013). At this stage, kids figure out how to peruse and compose on account of essential direction and parental oversight. This is a crucial stage which will allow them to seek after his/her training by incorporating optional and post-auxiliary direction. The need is to make join instruction with understudies is important to effectively exchange learning. In this way, the medium of guideline assumes a part (N.Rathod, 2012)

English as the language for development has dominated the political and official discourse in Pakistan as in other developing countries for a long time now. More recently, the discourse of 'Education for All' and the increase in the use of English in the global market have added a universalistic dimension to the teaching-learning of English in Pakistan, thus making it a complex policy issue particularly for resource distribution and achieving quality in English

language education. ‘English is the passport to success and upward social mobility’ and ‘English is the key to national progress’ are some common clichés that are interspersed in the formal discourse of official planning and policy meetings; more importantly, these clichés reflect the perception of many people – both rich and poor – in discussing future life chances for their children.

(Chairman)In Pakistan, English (foreign language) use as a medium of instruction in various schools. Although the national language of Pakistan is Urdu, however, twenty seven languages are spoken in Pakistan. To save languages, as they are the identity of a nation, Pakistan Academy of Letters (PAL) is giving equal importance to all languages of Pakistan and a comprehensive program has been formulated in this regard. Chairman PAL, Prof. Dr. M Qasim Bughio said all the languages spoken in Pakistan are the national languages of Pakistan and Urdu besides being a national language is the language of state. “All the languages of the country are Pakistani languages and we should strive to make the mother languages as part of curriculum on the primary level,” he said. The book consisting of the selection of prose and poetry written in every language from 1947 to 2008 are being published separately by the PAL. These languages include Urdu, English, Punjabi, Sindhi, Pashto, Balochi, Brahvi, Seraiki, Hindko, Sheena, Balti, Khawar and Kashmiri.

This is an exploratory study which is gone for investigating the impacts of progress in the medium of guideline on the scholastic accomplishment of understudies. Through qualitative response, main considerations influencing academic achievement because of changes in the medium of direction will recognized or identified.

Problem Statement:

To explore the impact of English as a medium of Academic Language on social sciences students.

Objective of the study:

- Challenges faced by social science students while studying in English language.
- Coping strategies of social science students.

Significance:

This study aimed to probe the difficulties encountered by English as a second language speakers when learning their school subjects in English and how that affects their thinking ability. In particular, the study focused more on the slow mental activity of English language speakers to acquire knowledge when learning takes place through English because of the mental translations that have to be undertaken. Some English second language speakers could be at a disadvantage owing to that. The absorption of what is learnt might be different from first language speakers who have conceptual understanding of the instruction language.

The study may be supportive for both education policy makers and university personnel and understudies. It helps the university organization to plan, design and implement the effective policies to enhance the understudies' execution and the nature of training by changing and quality of education, the demeanor of students towards learning, encouraging them and enhancing the educating methods. It might likewise make mindfulness or awareness among students about their rights and obligations to accomplish quality training.

OPERATIONALIZATION:

To explore the problems arises while English as a medium of academic language and English as medium of instruction. The problem in communication with teachers and within class while medium is English. The problem to understand the concepts deliver in the lecture. The problem in memorize the concepts delivering in English language.

Literature review:

Pakistan is a developing nation. The lion's share of Pakistan's populace is living in rural regions. The principle reason of low education rate is neediness and ignorance. Saptawulan Hening Nariswariatmojo (2011 Surabaya, Indonesia) in his exploration talked about inward and outer elements in Indonesia in the point of view of Language Learning and Language Learning Process. As per him family foundation, social relations and school variable assume a vital part in learning English as ESL (English as second language). Narendra Rathod (on fifth November, 2012 in a universal gathering on Global English) describes in his article, social components in second dialect obtaining, that there is a relationship between social class and L2 accomplishment. The majority of the studies demonstrate that youngsters from lower financial gatherings are less effective in L2 taking in than kids from higher gatherings.

M.S. Farooq, A.H. Chaudhry, M. Shafiq (Journal of Quality and Technology Management Volume VII, Issue II, December, 2011, Page 01 - 14) examined that the home environment additionally influences the scholarly execution of understudies. Educated parents or guardians

can give such a domain, to the point that suits best for scholastic accomplishment of their youngsters.

Narendra Rathod (on fifth November, 2012-14) examined that the home environment additionally influences the scholarly execution of understudies. Educated parents or guardians can give such a domain, to the point that suits best for scholastic accomplishment of their youngsters.

(MuhammadArshad, February 13,2012) Contended in their article that guardians' financial status has direct effect on their youngsters' learning (Jerrim, 2009) through giving instructive assets. As per a Report to the Department of Education and Training Australia in 2010 hole of scores accomplished by understudies whose guardians were poor and prosperous was watched. Parents go on a measure of their favorable circumstances or disservices to their kids that influence their youngsters' instructive results.

Crystal (1997) asserts, “A language achieves a genuinely global status when it develops a special role that is recognized in every country”. The definition hinges on the special role, which Crystal describes as serving as the native language of the majority (such as English does in the United States or Australia), serving as the official language, or achieving the status of the priority foreign language (i.e., the foreign language of choice for children in schools).

Beyond the criteria of native language, official language, and priority foreign language, it is difficult to quantify the proportional use of English versus other languages in everyday life. Nevertheless, applied linguists have provided some data. In academic contexts, Swales (1987)estimated that more than 50% of the millions of academic papers published each year are written in English, and the percentage was growing year by year . English is

currently the undisputed language of science and technology, and scientific journals in many countries are now switching from the vernacular to English. In specific disciplines, English appears to be the universal language of communication. For example, 98% of German physicists now claim English as their de facto working language. They are closely followed by chemists (83%), biologists (81%), and psychologists (81%). (Graddol, 1997)

In recent years, the debate on whether and how language influences cognition has been rekindled, and this complex question is once again a central issue in linguistics, psychology and developmental science. In the recent debate, critical data have come from studies on space. This is because space is one of the most fundamental and universal aspects of human experience and infants begin to explore it virtually from the beginning of their life, and yet it is divided very differently in different languages. Space thus serves as an ideal domain in which one can study the relation between language and cognition, and, in particular, the developmental changes that may occur in cognition before and after language acquisition.

Over the last few decades, predominant views on language and thought have shifted from one end of the spectrum to the other. Until the early 1960s, Sapir-Whorf's 'linguistic determinism' and their 'linguistic relativity' hypothesis argued for language shaping cognition. In particular, Whorf (1956) stressed that there are significant differences in the way languages encode various aspects of the world (e.g., time, space), and argued that language must influence the way we perceive and think about our experiences. (Choi, 2009)

(Shamim) English is particularly important for the general population of Pakistan, it is for their own preparing as well as in the meantime it is one of their most significant and basic requirement

for the improvement and development. In the event that Pakistan is keen on getting into the exchange with the western nations for cutting edge innovation, mechanics, data innovation and different angles they have to first become more acquainted with the dialect in which the managing and transaction will happen in light of the fact that if the correspondence obstruction is not expelled than no progression and no point of preference will be taken from every single such managing and arrangements and in the meantime it is additionally being accepted as the disgrace for the national individuals if the authorities and the representations of the state can't impart on any worldwide media with any global identity and feels reluctant in utilizing this dialect. Decorative methodology towards the securing of the English dialect ought to be received as it is one of the national issues confronted by the general population of Pakistan. (Janjua, 2013)

In Philippine, In spite of the fact that the late endeavors of the Philippine government, quite Republic Act 10533, have brought indigenous MT dialects into the classroom, this has been finished with an eye towards an inevitable expanding of proficiency in the national dialects. By transitioning understudies from their dialect by the fourth grade, these dialects are as yet being situated as not legitimate in the more extensive Philippine society. Strategy producers ought to consider a later-leave model, while keeping on showing Filipino and English. By doing this, understudies would have their home dialects raised to a same level furthermore get to be capable in the national dialects. At that point, underestimated sectors of the Philippines, utilizing their dialects, could be completely participatory individuals from society. (Dawe, 2014)

In January, (Aiyar, 2016) cited exploration discoveries from the individuals who study discernment to contend against showing English in Class 1. The least demanding dialect to learn for every human newborn child is the dialect they hear talked at home, the mother language. At the point when youngsters who don't hear even a sprinkling of English at home are taught.

English in their first year of schooling, their whole learning procedure is disabled. In the event that they figure out how to peruse their native language to begin with, and afterward learn English, they learn both dialects much better. This is just about instructing English. It can be envisioned that showing math or science or history through English would be much more grievous. Kids wind up learning through repetition, not understanding a thing. They pass their exams OK, however wind up unemployable graduates, their local ability to learn harmed forever, and their innovative resources handicapped. This is an enormous misfortune, both at the individual level and at the level of society.

The Term Cognition:

Webster's New World Medical Dictionary characterizes insight as a demonstration or procedure of knowing or seeing. Insight is all the more definitely the procedure of staying alert, knowing, considering, learning and judging. The idea insight can be depicted as a mental action as it is the procedure of securing learning, which applies to considering. The consciousness of the procedure of discernment is alluded to as Meta cognition.

Metacognition should be considered in instructing and learning. Metacognition is characterized by Anderson (2002, 2005) as just pondering considering. It is the capacity to consider what is known, and does not just include recalling on an occasion. It is the capacity to depict what happened and emotions connected with it. Metacognition results in basic, in any case, sound reflection and assessment of imagining that may bring about making particular changes in how learning is overseen, and in systems decided for this reason. Solid metacognitive abilities enable learners when reflecting upon their learning as they turned out to be better arranged to settle on conscious choices about what they can do to move forward their learning.

O'Malley and Chamot (1990) accentuate the significance of metacognition when they state that understudies without metacognitive methodologies are basically learners without course or chance to arrange their learning, monitor their advancement or evaluate their achievements and future learning headings. Once more, it is obvious that intellectual advancement assumes an important part in learning.

The medium of guideline, for this situation, English, is likely to affect adversely on the intellectual advancement of its second dialect learners.

Methodology

Research design:

The research will be Qualitative research. Qualitative research is worried with comprehension the person's discernments, convictions and feelings of the world. It embarks to display a comprehensive picture that looks for experiences, taking into account verbal stories and perceptions as opposed to factual investigation (Ary, Jacobs and Razavieh, 2002; Bell, 1999; Creswell, 2005; McMillan, 2012; Morell and Carroll, 2010). Bateson (1972) proposes that every single individual are guided by standards which join the convictions about cosmology (the nature of reality) epistemology (methods for knowing) and system (strategies for securing learning). It is these convictions that shape how a subjective scientist sees the world and how he/she follows up on it (Denzin and Lincoln, 2003a).

Data from Qualitative research give rich, point by point learning from "enlightening records of the remarkable lived encounters of the members to upgrade comprehension of the specific marvel" (Mutch, 2005, p. 19).

The exploratory research is the most valuable (and fitting) research plan for those ventures that are tending to a subject about which there are abnormal amounts of vulnerability and lack of awareness about the subject, and when the issue is not extremely surely knew (i.e. next to no current examination on the topic). The fundamental point of exploratory examination is to recognize the limits of nature in which the issues, opportunities or circumstances of interest are liable to live, also, to distinguish the striking components or variables that may be found there and be of significance to the examination. (Wyk)

SAMPLING:

The purposive examining procedure, also called judgmental sampling, is the conscious decision of a witness because of the qualities the witness has. It is a nonrandom system that does not require basic hypotheses or a set number of witnesses. Basically, the scientist chooses what should be known and embarks to discover individuals who can and will give the data by ideals of learning or experience (Bernard 2002, Lewis and Sheppard 2006).

Purposive Sampling of my research was the students of Social sciences from Bahria University Islamabad Campus. Students from Social Sciences were from different semesters with different academic background. Some are from Cambridge education system and most of them complete their 12th grade from local education system.

Non-probability is the sampling method where the individuals in the population do not have equal chances of being selected. It does not involve random selection but instead, it involves purposive sampling where the researcher selects the individuals with a purpose in mind, also known as Purposive sampling (Doherty, 1994).

DATA COLLECTION TOOLS

Semi Structured Interviews:

Semi structure interviews are directed with a genuinely open system which considers engaged, conversational, two-way correspondence. They can be utilized both to give and get data semi structure interviews are dialogs, generally one-on-one between a questioner and a person, intended to assemble data on a specific set of themes. Interviews can be directed in individual or via telephone. (Margaret C. Harrell, 2009)

Through semi structure interviews, different issues and challenges faced by students while learning in English are identified. The students of social sciences talk not only about their problems but also the psychological impact and fear because of English. The respondents I found were 12 in number from different fields of specialization of the social sciences.

Focus Group Discussion:

Focus groups discussions are dynamic group discussions used to collect information. (Margaret C. Harrell, 2009)

To target my research objectives I conducted focus group discussion, including six members from different semesters of social sciences. It helps to generate more problems and issues regarding English as a second language.

Observing Participant:

Observation is data collection in which the researcher does not participate in the interactions.

(Margaret C. Harrell, 2009)

As per this data collection technique, the researcher observe the behavior of students in class specifically in the class of 'Oral Communication'; where the students have to speak and explain or all the entire activity do in English.

Study Locale:

The study of locale is 'Bahria University Islamabad Campus' which is situated at Shangrilla Road, Sector E-8, and Islamabad.

As I am the student of Bahria University I observe the trouble is brewing in University and thus needs a lot of attention. Students here are from different ethnic groups that's why I preferred to conduct my Research within the University.

DATA ANALYSIS

Background of the respondents:

The researcher has conducted 12 semi-structured interviews of students from social science department. Some of the respondents did A/O levels; most of them were from local education system. They themselves said that the difference in education system create problem and issues for them. Pakistan is multilingual country, however, medium of instruction are in two languages; Urdu (national language) and English (dominant language). Today in every province of Pakistan, there are various languages which are used at various levels. Firstly, each province has its own regional language which is used as the language of everyday communication; and in school level Urdu is used as the language of instruction. English is used as a language of official business and the language of instruction in higher education (Muhammad, 2009).

Students in the department of social sciences are from different background, they have different family size and priorities. Some are the youngest and some are the first who have been allowed to pursue their professional degrees. Some have strong financial background while some are on needy scholarship.

Challenges faced by Social sciences students while studying in English language. And the Coping strategies opt by social science students.

The study was firstly aimed at determining the challenges faced by the students of social sciences students of Bahria University and secondly, how they deal with these challenges. In order to achieve these objectives, the challenges that in varied ways hinder the impact

of English Language which is divided into themes as follow. The study is to find out some possible solutions dealing with the causes and effects of the very topic with an aim to help students overcome their lack of confidence for ensuring better oral communication being the members of the global community.

Common themes:

Subjected to inferior Complexity:

‘Hum modern nhi hain, jo English boltay hain un ka ek muqam hota hai, humari koi ehmiyat nhi hoti hai, bus.. paindo hain!’

When our students speak or write to us in the English language, they are the same students as when they speak Urdu or their native language to us outside of class, but the outward manifestation of their personalities can be very different. They may be bolder or they may be more shy, depending upon how they face the challenge and potential humiliation of being forced to express themselves in a less intelligent (and oftentimes laughably simplistic) way. This is the discomfort and terror of learning a language, and also its exhilarating challenge.

Fear to give class presentations:

Students said that they embarrassed by their foreign accent. They are worried they won't find the right words. They are afraid people will not understand their English. They are afraid their presentation will be boring because you speak slowly. They are not sure you will understand the audience's questions. Some explained that Vietnamese students are often shy, and afraid that if they make a mistake, others will laugh at them, so they try to avoid speaking English in front of others.

Problem in making friends:

Students from Cambridge education system admit that they won't make friends who are from different school systems as they think that they don't understand them, they can't think like them. A respondent himself said that *'in first semester during introduction I figure out who are from A/O level because I don't know if I'm right or not but there's a huge difference.. Umm I think there is a difference in thinking pattern.. I don't know.. Umm never try to make friends other than.. (Laugh) Ah Sorry..!'*

The students from other education system claimed that students from A/O levels are proud; they think they are the best. *'They have no values like us'*

English as a Problem:

Language is a central feature of human identity and it is inextricably bound with identity and every language, as an integral part of a culture, is a rich heritage of that culture which mirrors its speakers' identity. Language "not only creates identity for its speakers but also identifies their social group membership."

'We have friends who speak in English. English is spoken in our homes, our cousins speak English. We grow up in a circle of English, but now in a professional career I feel that we have no identity. I went to Mauritius for an internship program. We assigned a task in which we have to speak in our national language. Every one there can speak in their German, Norwegian languages but I can't speak Urdu or even my mother language Punjabi. I think we didn't know where we are lacking which is truly a disaster!'

Feeling Superior:

English language is not only a language but also a mark of a standard. People who can speak English more fluently are more smart and intelligent. English has become an instrument of Power. Talking in English or using crutches of English words in your conversation makes you modern and respectable in the society.

'To be very honest humein bhi mushkil hoti hai lecture mai lekin hum English bol letay hain tou apnay fears ko overcome krletay hain. Hum BU tv k liye kaam krtay hain, bht embarrassed hotay hain k humein apni language nhi aati lekin unhon nay humein isliye select kiya hai k hum zyada presentable hain. I'm so sorry per aisa hai!'

Difficulty in perceiving the message:

Respondents expressed that they have problem in understanding the message and core idea behind the articulated sentence. Student's main factor of speaking ability is charging with listening as much as possible. There a lot of definitions of listening. Learners sometimes do not know the meaning of the words and they try to guess the meaning from the context. They faced problem in conceptualizing the concept presented to them in class.

Lack of concentration:

Students' motivation is one of the crucial factors that affect listening comprehension. It can be difficult for students maintaining the concentration in a foreign language learning classroom. In listening comprehension, even the smallest pause in attention may considerably spoil comprehension. When students find the topic of the listening text interesting, comprehending would be easier. For all that, students find listening very

boring even if they are interested in the topic because it needs a huge amount of effort in order to not miss the meaning.

Problem in delivering any concept:

The students have problem not only in understanding the meaning and concept which were presented to them but also the faced issues while delivering any concept during discussions in class; related to the subject or the topic. The respondents also explained that their learners interact well if the materials that they are using use are written in their mother tongue. The result also revealed that the pupils are actively participating when their mother tongue is used as a medium of instruction to further the discussion of the lesson. This means that pupils prefer materials which are written in their mother tongue because they can comprehend. Another respondent added, “Our signage are also in written in mother tongue”.

Remediation of instruction:

This requires pupils to stay after class hours for an extra learning especially for those pupils who have difficulty with the lessons and for those who are behind in their lesson. This means that the teacher will tutor to accommodate all the learners despite of their levels of intelligence. In conducting remedial classes, the teacher uses mother tongue as the medium of instruction. This is a strategy that was suggested by one of the respondents saying, “We use remedial class. I see to it that in the afternoon I have one or two pupils to have remedial classes. So I have 40 minutes remedial, but not all students.” The school thought of this as best for they know that it will help their pupils who are failing to excel or follow in the class. Having their proof that most of the classes are always participating

by the help of the mentioned strategy and that the discussion is more interactive, the teachers concluded that this strategy is an effective one for both the teachers and students.

Fear in asking question:

Respondents claimed that their English is weak; they have feared to speak English with my friends, Social media, and with professionals. They have fear about grammar, syntax arrangement, and pronunciations. The purpose of speech communication is to understand and to be understood, it seems important to not only concentrate on how perceptual development takes place in an second language but also to examine how the novel second language categories are employed to recognize and store new words in the second language lexicon. They are afraid of asking a silly question. They don't want to be the first person to ask a question. They are hoping someone else will ask about the thing they have questions about, or that the teacher will just answer the question anyway. They'd prefer not to ask in front of the other students.

Wall between student and teachers:

Language barriers in the classroom have become a major problem due to the growing number of minority students who do not speak English. This is such a huge problem because these kids are not getting the same opportunities to meet their full potential. This is not right because it is causing these kids to not succeed in school. I have not thought about this one before. The interaction is one of answering and talking and group interactions and so on and so forth, and silence does get in the way of teaching particularly by those who are committed to a particular style of teaching. So it does get in the way of working with students and bringing them out to talk about their involvement

in the sort of classroom activities which have come to be typical in schools. So it is a problem. It is a problem having students talk about their concerns when teachers and others want to counsel and consult with them. It is a problem in assessing the youngsters when we want to ascertain where they are at in terms of literacy and numeracy for instance. So the phenomenon of silence does pose problems to teaching and learning in our classrooms. It is not a behavioral problem which causes teachers distress and which impacts on the rights of other students.

*‘Teachers unko pasand krtay hain jo bs English mai baat krtay hain, jesay humari class mai aik larki nay kaha **sir please don’t interfere in my matters..** agar uski jaga mai kehti k sir **aap meray muamlay mai madakhlat kyun kr rhe hain** tou wo mujhe class se bahar nikal detay!’*

Lack of confidence:

There is an increasing difficulty with the problem of so many students not being proficient in English. ‘Lack of confidence’ which has been found as one of the greatest barriers that affects the oral performance of the university level adult learners mostly.

Uncommon themes:

Teachers make fun:

Teachers are requested to support the students from back ward areas to speak in English. Appreciate their participation; punish the students who make fun of their pronunciation rather joining them in making fun of them.

DISCUSSION

The role of language as a medium of instruction in promoting an effective teaching and learning is an issue that has occupied many scholars all over the world for many years. Many studies have already revealed that teaching using the mother tongue in the early grades enhances children's ability to learn better compared to the use of a second or foreign language. Speaking a foreign language makes you less intelligent. This is a fundamental truth about speaking a foreign language, but it is often forgotten. And forgetting this truth can have profoundly negative consequences for the classroom.

I do not mean that the practice of learning a language is harmful to intelligence. What I mean is that when we express ourselves in a language that is not our mother tongue, we must simplify our thoughts. When our students speak or write to us in the English language, they are the same students as when they speak Urdu to us outside of class, but the outward manifestation of their personalities can be very different. They may be bolder or they may be more shy, depending upon how they face the challenge and potential humiliation of being forced to express themselves in a less intelligent (and oftentimes laughably simplistic) way. This is the discomfort and terror of learning a language, and also its exhilarating challenge.

It has been observed that we are creating tension between languages; English the language of expression and impression, Urdu the national language and official language and the mother tongue in which the one express his /her feelings, in which they create any idea, the language to express their sorrow and love, in which they pray and think. We cannot settle the tension, why we do not think of a disaster which grows day by day.

As teachers who have long since mastered the English language, we sometimes forget this. We teach language as if it were a simple skill like long division, and not a fundamental means of expressing ourselves. We scold our students for not speaking out in class, for being timid and quiet when their names are called and they must stand up and speak out in front of their friends. But when we do this, we are forgetting the terror and frustration that we experienced when we were students. We are inhibiting their learning.

By teaching only in this way, we make speaking English a terrifying ordeal for the less confident students. And it is almost impossible to develop communicative competence, in which students are able to hold a spontaneous conversation. Without communicative competence, the students may be able to pass the SLC (second language course) but they will never be able to speak English fluently.

We must also take language into account when considering the medium of instruction for other classroom subjects like science and social studies. For many students Urdu is a second language, and English as a third language. The decision for medium of instruction is a very important decision in a country like Pakistan that has such vibrant language diversity. In choosing to include instruction in the medium of English, Urdu, or a regional language, a school must respond to the desires of the community, the pressures of competition with other schools private and public, the resources available, and the strengths and limitations of the government curricula and examinations.

Ideally, students should be given the opportunity to learn in the language with which they are most comfortable. Speaking a foreign language makes you less intelligent. When students learn history or science in a language that is not their own, their grasp of the subject matter is

unavoidably simpler. The depth of their questions and their creative capacity are diminished. They do not learn as well.

Unfortunately, in many places throughout Pakistan today this is something of a necessary evil. A good command of the English language is considered one of the most useful skills, and English medium instruction is held to be one of the best ways to develop that skill. Schools must compete with each other by offering quality instruction in the areas that foster high scores and attract students. Schools in poorer areas can also be hampered by a lack of materials and staff.

But regardless of resources or medium of instruction, in every single classroom in Pakistan there needs to be the realization that language study is less about memorizing words and more about learning to communicate. Language study is difficult, often scary, and (when mastered) extremely satisfying and valuable. Speaking a foreign language will make you feel less intelligent, especially at first, but mastering a foreign language will make you brilliant.

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1991, p. 39). Whereas, 'Spoken language production, learning to talk in the foreign language is often considered to be one of the most difficult aspects of language learning for the teacher to help the students with' (Brown and Yule, 1983, p. 25). While teaching English at the university level for years, frequently researcher have found learners less active in spoken classrooms unlike in the classrooms of other three skills (reading, writing and listening) where they are more likely to pass the class time in silent mode which, in real world, must be perfectly opposite. In our country, English is taught compulsorily as a foreign language from primary to higher level education and '... the importance of English

communication proficiency has been recognized not only in academic sectors but also in job markets...In order to respond to the demand of communication proficiency prevailing in society, most of the universities in Bangladesh have initiated basic English communication courses besides major subjects' (Quadir, 2008, p. 51-52). But unfortunately, the condition of our learners is more or less similar to that of Hong Kong where 'Due to the weak foundation of English Language, inadequate training in primary schools and personalities, they are shy and unwilling to speak English in class even though they are forced by teachers' (Fan, 2001, p. 1).

Krashen (2002) finds that learners with high motivation, self-confidence and a good self-image, and with a low level of anxiety are well equipped for success in second language acquisition. On the other hand, learners with low motivation, little self-confidence and with a high level of anxiety hold high filters and ultimately, they become unsuccessful. So, to be good speakers overcoming the lack of confidence, learners should hold 'low affective filter' as it supports to receive more input confidently and at the same time 'Instead of expecting the teacher to make all decision, learners need to develop initiative and willingness to take on the part of responsibilities' (Dubin and Olshtain, 1986, p. 79). Here teachers' concerns should also be for the development of students' abilities to make sure successful oral communication e.g. while designing speaking activities the teacher should keep in mind that, 'it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills'(Richard, 2008, p.20).

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express their sorrow and love, in which they pray and think. We cannot settle the tension, why we do not think of a disaster which grows day by day.

“We have all agreed, nonetheless, on the really extraordinary capacities for innovation. And my concentration is all kids have tremendous talents. And we squander them, pretty ruthlessly. So, I want to talk about education and I want to talk about creativity. My contention is that creativity now is an important in education as literacy and we have should treat it with the same status” (Ken Robinson, 2006).

When we ignore the languages of our students, we overlook their identity. We participate in the destruction of their mother tongue, because without the opportunities to develop the language it becomes stunted. It step by step wilts and vanishes. And there are subsequent social and emotional issues that arise when you can no longer communicate in deep and meaningful ways with your family and community.

CONCLUSION

The current case study of social sciences students shows that the students face far-reaching challenges that fundamentally affect their capabilities. Most universities' teaching language is English. Therefore students listen and understand the lectures. Teachers should teach the students appropriate listening, writing, speaking strategies. There is no an ideal method that fits all kinds of classes. But we should find our students' limit, diagnose their capacity, and find out the factors that may influence their listening, writing and speaking comprehension. Then we may offer them to complete different type of activities. Different tasks should involve progress from fundamental to more complexes as the student obtains in language ability.

To keep native languages alive, it is not enough to value them; it is essential to use them. To survive language loss which is also identity loss, getting involved in international interactions and communications is required. In this sense globalized media can have a crucial role to support local languages. World Wide Web provides endless support to introduce local and minority languages interactively. Keeping written records or video records of minority languages also can help to pass it on to next generations. Educational strategies and suitable methodology to teach English increases people's awareness and provides insights about the value of their local language.

Recommendations:

- More compulsory classes and courses are necessary to make sure maximum participation.
- Teachers should be friendlier to convince and compel learners in speaking activities.
- Students need to study more English books, magazines, newspapers to widen the knowledge of the target language.
- Group study can be a good attempt to improve English for which classmates should be supportive and caring to each other.
- Changing the traditional mind set, learners have to take their teachers as friends and guides with whom learning difficulties can be shared easily.

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